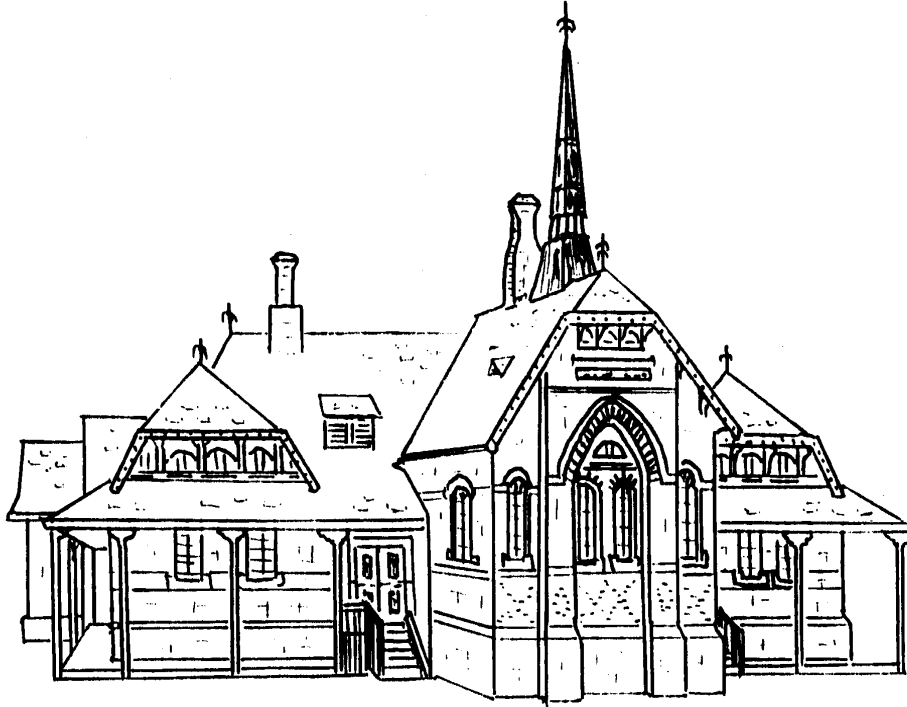


# California Gully Primary School



## School Engagement Policy

<p>Endorsement by School Council</p>	<p>Insertion of a tick ( ✓ ) in the next column indicates that the School Principal, as Executive Officer of the School Council, verifies that this Student Engagement Policy was endorsed at a meeting of School Council.</p>	<p>✓</p>
		<p>Jason Lee 12.09.14</p>

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## Student Engagement Policy

### Rationale

At California Gully Primary School there is an expectation our students will embody our core values of Care, Respect and Personal Best as they strive to develop an understanding of the local and global community and their role in society. We aim to educate our students to give them the best opportunity to become active and productive citizens

### Student Engagement Definition

Student engagement and school connectedness is vital for effective student learning. Student engagement can be defined in three components.

- Behavioural engagement - a student's participation in education, including academic, social and extracurricular activities of the school.
- Emotional engagement – a student's emotional reactions in the classroom and in the school, a sense of belonging and connectedness.
- Cognitive engagement – a student's investment in learning and their intrinsic motivation and self regulation.

### Section 1: School Profile Statement

California Gully Primary School is situated in Staley Street, California Gully, and is geographically between Bendigo and Eaglehawk. The school was opened in 1883 and is known as 'Bell Topper Hill'. The suburb of California Gully is part of the Greater City of Bendigo. The school draws enrolments from the local California Gully area, Maiden Gully, Eaglehawk and Long Gully. The majority of year 6 students transfer to Eaglehawk Secondary College. Our current enrolment for 2014 is 148. Teaching staff includes 7 classroom teachers. Our specialist program consists of science, ICT, music, library and an Indonesian language program. A Well-being Officer is employed for three days week.

We have a number of key initiatives being implemented across the school these include; a mathematics specialist program occurring through a successful grant application, the e-smart program which complements our extremely successful ICT program, the Victorian Prevention and Health Promotion Achievement Program which drives our healthy minds, healthy bodies school culture and the Kids Matter initiative supporting the wellbeing of all children.

The school aims to build the capacity of all students to achieve their personal best and expectations are high but realistic for all students. The school prides itself on a strong literacy and numeracy program but continues to strive for ongoing improvement in these key areas whilst maintaining an effective curriculum program that covers all subject areas.

The school is community minded and we provide families with after school care facilities, an Active After School Sports Program and Playgroup. Everything we do is a whole-school approach aimed at catering for the needs of all children. An essential part of a successful school program is the positive partnerships forged between the staff, students, parents and the local community.

## **Section 2: Whole-School Prevention Statement**

California Gully Primary School runs a number of programs aimed at connecting and engaging students with their peers, staff and broader school community.

### **Strategic Intent**

*The following goal is our long term (4 year) target for school wellbeing and engagement.*

### **GOAL:**

To ensure a safe and secure learning environment for all students.

To improve attendance of all students across the school, with an emphasis on students “at risk”.

*The following strategies are the yearly actions we will focus on to bring about improvement and positive change.*

### **Key Improvement Strategies**

Develop and implement an agreed approach to student safety and communicate it to parents

Provide intervention programs to support student attendance

To engage with parents and the community to ensure a positive and inclusive school culture in which every student has the opportunity to succeed

California Gully Primary School implements a whole-school social skills program which aims to strengthen student relationships and overtime minimise the conflict which can ensue with many of our students.

Pastoral and mentoring programs (including peer support) tailored to address students’ personal and social learning at various stages of their primary education. Our Disability and Impairment program providing vital assistance and support to students having difficulties with aspects of the primary schooling.

The school places an emphasis on attending school every day, we have attendance targets in place. Attendance is monitored throughout the day, and student absences are followed up by our Principal or Welfare officer

**Programs at California Gully Primary School implemented to support students, promote student engagement, high attendance and positive behaviours**

<b>Across Whole School</b>	<b>Class Levels</b>	<b>Community / Parent linked</b>
Whole School Welfare	Camping Program	School Council
Student Support Group Meetings	Y5/6 Netbook Program	Playgroup
Referrals to SSSO's	Sporting events at a district level	Parent Information sessions
Liaising with community support agencies	Buddy Program Yr Prep & 6	Parents Club
Evening gatherings	Vegetable garden and chook shed	Transition program
Whole school activity days	K-Prep transition	Parent/Teacher interviews
Student Mapping	Y6-7 transition	TAFE students (Early Years training)
Junior School Council	Learn For Life Program	School Concerts
Excursions/Incursions	Grade 1 & 2 sleepover	Class Helpers
Differentiated Curriculum	Art/Science room	ANZAC Day
Integration Support Program	Individual Learning Plans	Clean Up Australia
Student of the Week Awards	Religious Education	Work Experience Students
ICT rich environment	Cross Country	School Beautification Programme
Book Week	Specialist Classroom Programs	Active After School Programme
Sunsmart Program	3 Way conversations at start of the year and reporting to parent mid-year	Articles in Community Newspaper
Premiers Reading Challenge		Weekly School Newsletter
Education Week		Web Site
Outdoor education area		Jump Rope for Heart
Lunch Time Alternative Programmes		
Birthday Stickers		Walk & Ride to School
Whole school integration plan		Walk-A-Thon
Values Education-Weekly Focus		School fair
SSSO support		
Vegetable Garden		
Sports Programs		
After School Hours Care Program		
Breakfast Program		
Fresh Fruit (Friday)		
School Production		

## Section 3: Rights & Responsibilities

### DEFINITIONS

A **right** is something you are entitled to.

A **responsibility** is being accountable for your actions and resolving differences in a constructive way

All school community members are responsible for respecting the rights of others and taking responsibility for their actions and words. If rights of others are respected, communication is enhanced and this will ensure we will have a safe, friendly and welcoming school

**The California Gully Primary School community is guided by the following principles:**

- All members of our school community have the right to feel safe and supported without conflict, intimidation or harassment.
- All members of our school community are expected to be polite, courteous and well mannered.
- All members of the school community have the right to educate or be educated without interference.

These principles are aligned with the relevant pieces of legislation including the Equal Opportunity Act 1995, The Charter of Human Rights and Responsibilities Act 2006, The Disability Standards for Education 2005. (See appendices for further detail)

	RIGHTS	RESPONSIBILITIES
Students	<ol style="list-style-type: none"> <li>1. The right to feel safe at school</li> <li>2. The right to learn without interference from others</li> <li>3. The right to be treated with respect and in a fair and equitable manner free from harassment, violence, discrimination or intimidation or bullying (including cyberbullying)</li> <li>4. The right to expect their property to be safe</li> </ol>	<ol style="list-style-type: none"> <li>1. To stay within the designated areas around the School</li> <li>2. To obey school rules and follow teacher instructions</li> <li>3. To attend class prepared to learn and not interfere with the learning of others</li> <li>4. To treat others with respect and resolve differences through discussion and compromise and not conflict</li> <li>5. To take care of their own and other people's property</li> <li>6. To strive to achieve their personal best in all school endeavours.</li> </ol>
Teachers	<ol style="list-style-type: none"> <li>1. The right to be able to teach in an atmosphere of order and cooperation</li> <li>2. The right to be treated with respect and in a fair and equitable manner free from harassment</li> <li>3. Teachers also have the rights to be informed, within Privacy requirements, about matters relating to students that may impact on their teaching and learning for that student.</li> </ol>	<ol style="list-style-type: none"> <li>1. To ensure they are punctual and prepared for lessons</li> <li>2. To display mutual respect to other staff, parents and students</li> <li>3. To engage the students in a stimulating curriculum</li> <li>4. Plan and teach effectively using the AusVELS curriculum</li> <li>5. Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. (see Standards)</li> </ol>
Parents	<ol style="list-style-type: none"> <li>1. The right to expect that their child will be educated in a safe and secure environment where care, courtesy and respect for others is encouraged</li> </ol>	<ol style="list-style-type: none"> <li>1. To treat all members of the school community with respect.</li> <li>2. To support teachers in their maintenance of a safe, secure,</li> </ol>

	<p>2. The right to be treated with respect and in a fair and equitable manner free from harassment</p>	<p>productive teaching and learning environment. 3. To ensure their child is sent to school on time, in school uniform, with a healthy lunch and snack and well rested to maximise learning.</p>
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**Section 4. Shared Expectations**

At California Gully Primary School we strive to provide an educational environment that ensures all students are valued and cared for, and are engaged effectively in their learning and can experience success.

**The school has the following expectations of:**

<p><b>students</b></p> <ul style="list-style-type: none"> <li>• Positive participation in programs provided for them</li> <li>• Seek assistance when required</li> <li>• Treat all members of our school community with respect</li> <li>• Look after school equipment and property</li> <li>• Attend daily unless ill</li> <li>• Model the school core values of respect, persona best and care</li> <li>• Comply with school rules governing student conduct, including school and out of school events</li> <li>• Will take responsibility for their learning and have high expectations that they can learn</li> <li>• Will take responsibility for their behaviour and its impact on others</li> </ul>	<p><b>teachers</b></p> <ul style="list-style-type: none"> <li>• Provide relevant and challenging curriculum that gives students the opportunity to experience success in their learning</li> <li>• To make sure every student has an equal opportunity to participate</li> <li>• Build positive relationships, valuing student contributions.</li> <li>• Develop partnerships with parents to support students</li> <li>• Provide a wide range of resources to engage students</li> <li>• Understand the needs of students and accommodate those needs</li> <li>• To provide a first point of contact for students with concerns</li> <li>• To be approachable to all members of the school community</li> </ul>
<p><b>principal</b></p> <ul style="list-style-type: none"> <li>• Administer leadership across the school community</li> <li>• Provide adequate resources for effective teaching and learning</li> <li>• Ensure the curriculum of the school takes into account the needs of all students where applicable (including students with disabilities, ESL)</li> <li>• Encourage the participation of parents/carers in school activities</li> <li>• Ensure parents/carers feel welcome at school and have a sense that their contributions are valued</li> </ul>	<p><b>parents/guardians</b></p> <ul style="list-style-type: none"> <li>• Value the importance of education</li> <li>• Ensure their children are attending school daily</li> <li>• Provide a note of explanation for absences</li> <li>• Ensure that all contact details are kept up to date</li> <li>• Cooperate with requests from the school</li> <li>• Communicate clearly with the school about the needs of their children</li> <li>• Ensure their children comply with school rules and regulations</li> </ul>

**Bullying**

At California Gully Primary School we acknowledge that all school members have the right to feel safe and confident at school but recognise that this does not always occur.

Bullying of any form is unacceptable at California Gully Primary School, any actions which would be deemed to be bullying are dealt with in accordance with our *Codes of Conduct, Bullying Policy, Cyber Bullying Policy.- under review*

## Vision

*At California Gully Primary School we educate students to be lifelong learners and well informed and productive community members who are well prepared to become active, engaged and responsible citizens of the local and global community*

## Our Values –

When the school community's actions reflect our values of **Respect, Personal Best and Care** all members (students, teachers and parents) will have the greatest chance to succeed.

In order for the students to develop an understanding of how our values are reflected within the school environment we discuss our whole school rules and develop our classroom rules through the lens of our school values. These are supported by a set of consequences. All rules are developed at the start of the school year with student input and ownership.

## California Gully Primary School Values

Respect	Personal Best	Care
<b>Is</b> being accepting of all and acknowledging the rights of ourselves and others.	<b>Is</b> striving to reach my potential in all aspects of school life.	<b>Is</b> looking after the wellbeing of the members of our school community.
<b>It involves/requires:</b>  Trust Equality Honesty Self-worth Diversity	<b>It involves/requires:</b>  Achieving Potential Growth Persistence Self -discipline	<b>It involves/requires:</b>  Safety Support Community Collaboration Inclusiveness
<b>It happens when:</b> I am polite, honest and respectful I get along with other people I am tolerant and considerate of other people I cooperate with teachers and students I look after my belongings and our school I am accepting of others and their differences	<b>It happens when:</b> I complete all activities to the best of my ability I take responsibility for my own learning I am an organised learner I persevere to achieve my goals I take risks in order to succeed I challenge myself to do better	<b>It happens when:</b> I know where to go for help I feel safe at school I feel I like I belong I am happy at school I am able to help others in need I know where to go to for help



# Student Support Process

## Section 5: School Action & Consequences

[Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.](#)

The principal and staff may use a variety of measures when a student's behaviour does not comply with the school's Student Engagement Policy. These measures should vary to take into account the age and disabilities and impairments of the students and the nature and seriousness of breaches of the Student Engagement Policy.

Actions and consequences used are to be seen as having an educational role and aim to foster positive relationships and retain the dignity of the student. School actions and consequences respond to inappropriate behaviour through an incremental and staged response that has a prevention and early intervention focus.

When a student violates rules (Please refer to Appendix for school rules and bullying policy) under the Student Engagement Policy, teachers should invoke consequences that are consistent with the rules. Rules must be clearly explained so that students understand the connection between the behaviour and the consequence. Consequences should be graded in severity, with emphasis on students being accountable and learning to take responsibility for their behaviour.

It is acknowledged that a **staged response** provides a continuum of support for student well-being.

**STAGE ONE: PRIMARY PREVENTION** (Whole school-focussing on all students and staff across all settings)

**STAGE TWO: EARLY INTERVENTION** (Targeted -focussing on responses to problem behaviour in order to aim to reduce it)

**STAGE THREE: INTERVENTION** (Intensive -focussing on the complexity of individual behaviour resistant to primary and secondary prevention efforts)

**Refer to: Student Support Process A Staged Response Levels 1 to 7**

## A CLASSROOM MANAGEMENT PLAN

At no time is careful planning more important than at the beginning of the year when children are seeking their own place in the group and when teachers are establishing their legitimate authority through use of consistent planned strategies. These strategies identify actions to prevent unnecessary disruptions and actions to correct problems when they arise.

## Primary Prevention

The school and individual teachers put in place strategies that minimise the risk of student disengagement and misconduct

### Strategies:

- Explicit articulation of the school values which describes the schools commitment and understandings
- Strong student/teacher relationships
- Quality curriculum planning
- Effective lesson model implemented
- Student voice and choice over curriculum
- Technology rich programs
- ‘Teach Like a Champion’ strategies eg Do Now

### PRIMARY PREVENTION STRATEGIES

School Wide	Classroom	Attendance
<ul style="list-style-type: none"> <li>• Our school values are modelled and reinforced by all members of the school community</li> <li>• School programs are developed based on students’ individual needs (refer to ‘Whole School Prevention System’)</li> <li>• Team planning for staff members to ensure similarity in class programs</li> <li>• Use of support personnel for programs. Eg Student Wellbeing Officer and ES staff- Alternative Lunchtime Program</li> <li>• Monitoring of playground (student safety survey)</li> </ul>	<ul style="list-style-type: none"> <li>• Students participate in the development of classroom and whole school rules</li> <li>• Class and school rules are displayed and conveyed to students and parents</li> <li>• Rules and expectations are consistently reinforced.</li> <li>• Positive expectations are taught and encouraged</li> <li>• Active supervision by teachers</li> <li>• Consistently acknowledging all students</li> <li>• High expectations of all students</li> <li>• Stimulating and engaging learning environment</li> <li>• Learning environment managed to allow for high level student outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Roll marked twice daily</li> <li>• A culture of “punctuality” and “It’s not ok to be away “ is modelled and explicitly taught</li> <li>• Benefits of regular and timely school attendance is conveyed to students and the community via the newsletter and webpage</li> <li>• Attendance is monitored daily and followed up by the class teacher</li> </ul>

<p><b>References:</b> Please refer to the following documents. Whole-school staged response is critical</p> <ul style="list-style-type: none"> <li>* Compulsory Reading</li> <li>*Bill Rogers- 'Least Intrusive to Most Intrusive Steps to Maintain Discipline</li> <li>*Vince Dobbs- Student Support Process</li> <li>Teach Like a Champion</li> </ul>	
<p><b>Early Intervention (Response Level 1-4)</b></p>	
<p>The staff member who observes the incident deals with the issue in the first instance, using a model of progressive intensity (least intrusive to most intrusive-Bill Rodgers) of intervention and selecting the appropriate entry point</p>	
<p><b><u>1. Response</u></b></p> <p>When carrying out <b>corrective action</b> the teacher should:</p> <ul style="list-style-type: none"> <li>• maintain eye contact&amp; minimise embarrassment and hostility by using a respectful voice</li> <li>• Watch proximity to the student – to maintain distance</li> <li>• Avoid arguing and give clear choices to maximise the student’s responsibility for behaviour.</li> <li>• Be consistent in the use of appropriate action and follow through</li> <li>• Utilise wide support ( peers, administration and parents)</li> </ul>	
<p><b><u>2. Corrective Action</u></b></p> <p>Some actions to prevent problems when they arise. Response to actions will be based on level of inappropriateness</p>	
<b>Tactical ignoring</b>	The purpose is to reinforce “on task” behaviour. Teacher gives no direct eye contact for “off task behaviour”.
<b>Simple direction</b>	Use respectful language accompanied by please and thank you. Keep directions simple.
<b>Positive reinforcement</b>	Pick up “on task” behaviour and acknowledge it.
<b>Question and Feedback</b>	Break into a disruption cycle with a question. Start with <b>what</b> not <b>why</b>
<b>Rule reminders</b>	Simply restate the rule. Don’t get caught up in discussion State a direction repetitively

<b>Blocking/ Simple choices</b>	When a student continues to be disruptive, give a choice to work quietly or to move away from the group within the room	
<b>Isolation from peers</b>	When faced with aggressive, dangerous, tantrum or any behaviour that continues to disrupt within the group, the teacher may need to remove the student from the class.	
<b>EARLY INTERVENTION STRATEGIES</b>		
<p><b>School Wide</b></p> <ul style="list-style-type: none"> <li>• Team sharing of data and professional discussions to brainstorm support for students experiencing difficulties with curriculum</li> <li>• Individual Learning Plans</li> <li>• Inclusion in support programs like Reading Recovery</li> <li>• Individual Student Support Plans- this may include (but not limited to) alternative play time, play in a different setting, direction to a lunchtime program, designated play setting and safe play communication book or flexible attendance plan</li> <li>• Involvement of school guidance officer</li> <li>• Involvement of community support agencies</li> <li>• Working with parents to provide support/assistance</li> <li>• Removal of privileges, restitution &amp; reflection time (RRT) during recess breaks/after school, re-location within the school</li> </ul>	<p><b>Classroom</b></p> <ul style="list-style-type: none"> <li>• Commitment and adherence to the whole-school Behaviour Management Plan</li> <li>• Staff consultation with a support person from the Principal Class and/or Student Wellbeing Officer Student Support Group meetings and Individual contracts</li> </ul>	<p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>• Immediate follow up of individual student absence and/or lateness</li> <li>• Individual student attendance goal setting</li> <li>• Parent and/or agency involvement</li> <li>• Consultation with a support person from the Principal Class and/or Student Wellbeing Officer</li> </ul>

<b>INTERVENTION (Treatment Level 5- 7)</b>		
<p><b>School Wide &amp; Classroom</b>  <b>This section refers to approximately 5% of students whose behaviour places them at high risk of disconnecting from school and where previous interventions have been unsuccessful.</b>  <b>This stage represents</b></p> <ul style="list-style-type: none"> <li>• Secondary consultations with Professionals (paediatrician, speech therapist etc) and SSSO staff (psychologist, social worker)</li> <li>• Mentoring/counselling and/or referrals to Community Support organisations</li>   <li>• An intensity of strategies listed in the Secondary Intervention Column, a possible inclusion of an <b>Individual Modified Attendance Plan</b> and/or <b>Individual Modified Education Plan</b></li> <li>• A last resort is suspension or expulsion.</li> </ul>		
<p><b>SUSPENSION AND EXPLUSION INFORMATION</b>                  When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DEECD guidelines published in "Effective Schools are Engaging -School Student Engagement Policy Guidelines". Appendices 12-18 of the guidelines provide flowcharts and proformas for use in suspension and expulsion procedures.                  A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student's behaviour.</p>		

**Refer to: Student Support Process A Staged Response Levels 1 to 7**

## Appendix 9

### Links

The following is a link to the Equal Opportunity Act.

[http://www.austlii.edu.au/au/legis/vic/consol\\_act/EOA1995250/](http://www.austlii.edu.au/au/legis/vic/consol_act/EOA1995250/)

The following is the link to the Charter of Human Rights.

<http://www.humanrightscommission.vic.gov.au>

The following is a link to the Disability and Discrimination Act.

[http://www.austlii.edu.au/au/legis/cth/consol\\_act/DDA1992264/](http://www.austlii.edu.au/au/legis/cth/consol_act/DDA1992264/)

The following is a link to the Education and Training Act

[http://www.austlii.edu.au/au/legis/nsw/consol\\_act/VEATA2005306/](http://www.austlii.edu.au/au/legis/nsw/consol_act/VEATA2005306/)

The following is a link to Effective Schools Model.

<http://www.education.vic.gov.au/about/directions/blueprint1/es/default.htm>

The following is a link to Student Engagement Policy Guidelines.

<http://www.education.vic.gov.au/healthwellbeing/wellbeing/engagement/default.htm>